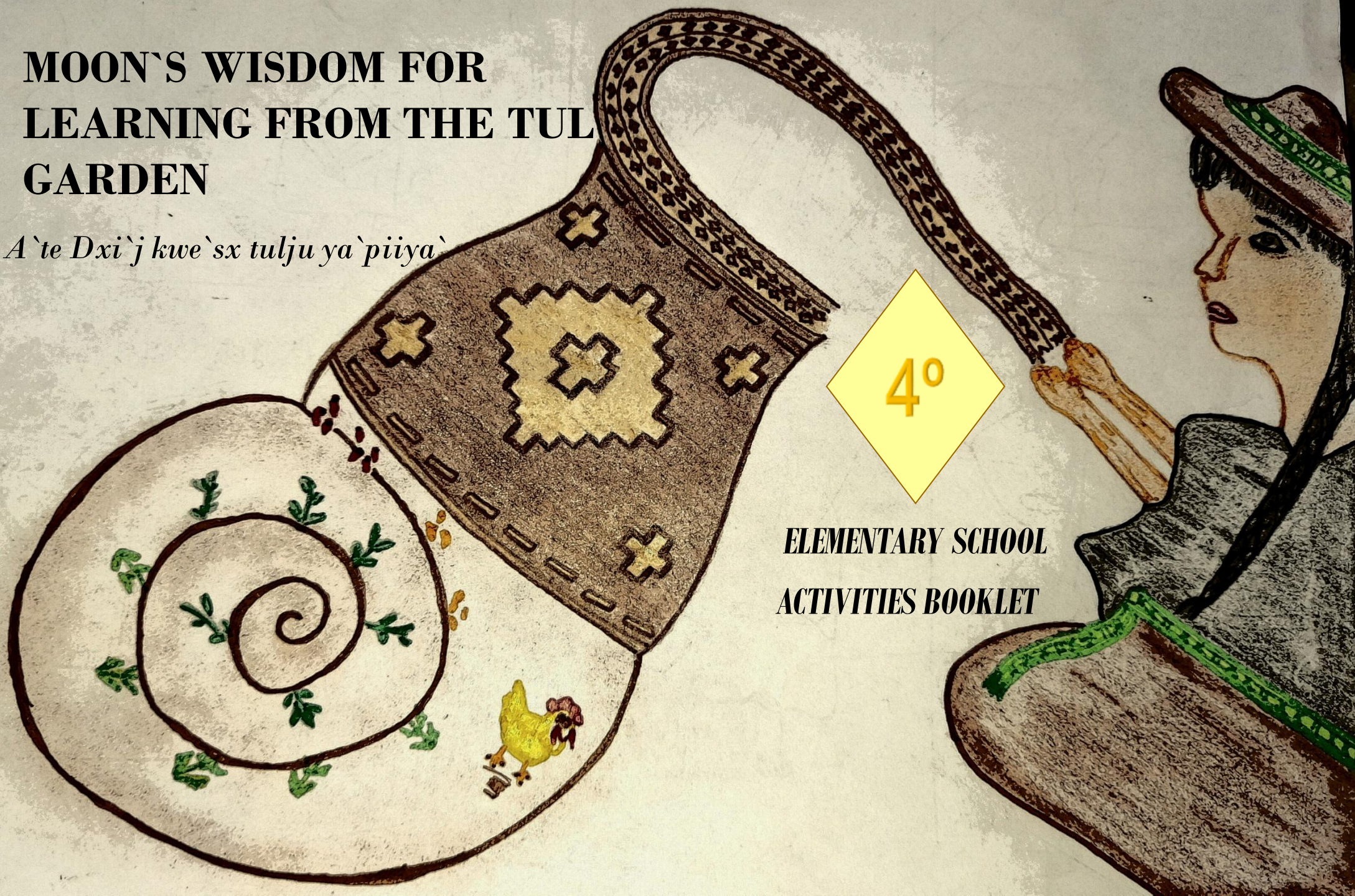


MOON'S WISDOM FOR LEARNING FROM THE TUL GARDEN

A`te Dxi`j kwe`sx tulju ya`piiya`

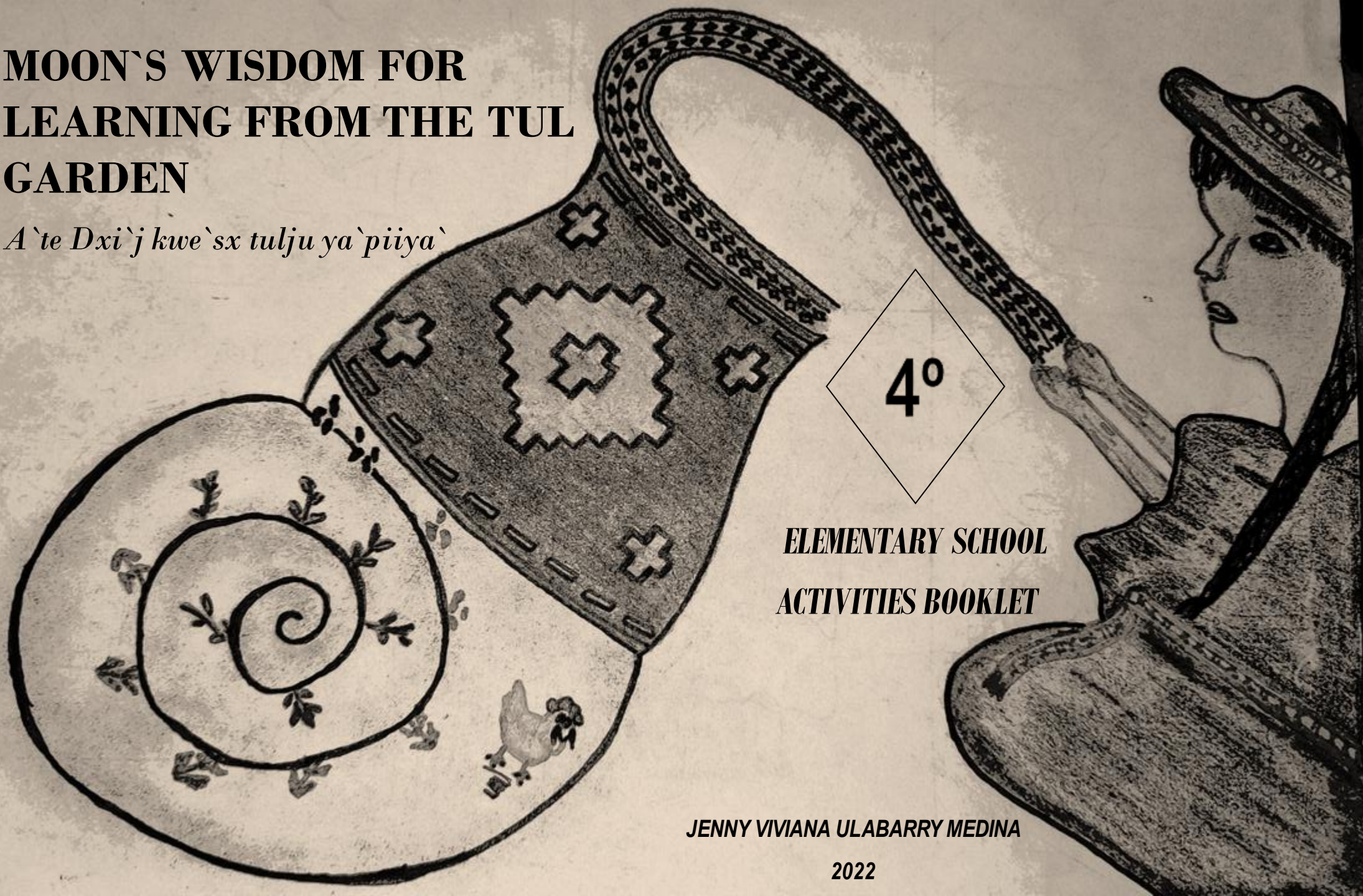


4^o

**ELEMENTARY SCHOOL
ACTIVITIES BOOKLET**

MOON'S WISDOM FOR LEARNING FROM THE TUL GARDEN

A`te Dxi`j kwe`sx tulju ya`piiya`



4^o

**ELEMENTARY SCHOOL
ACTIVITIES BOOKLET**

JENNY VIVIANA ULABARRY MEDINA

2022

Edition

First Published

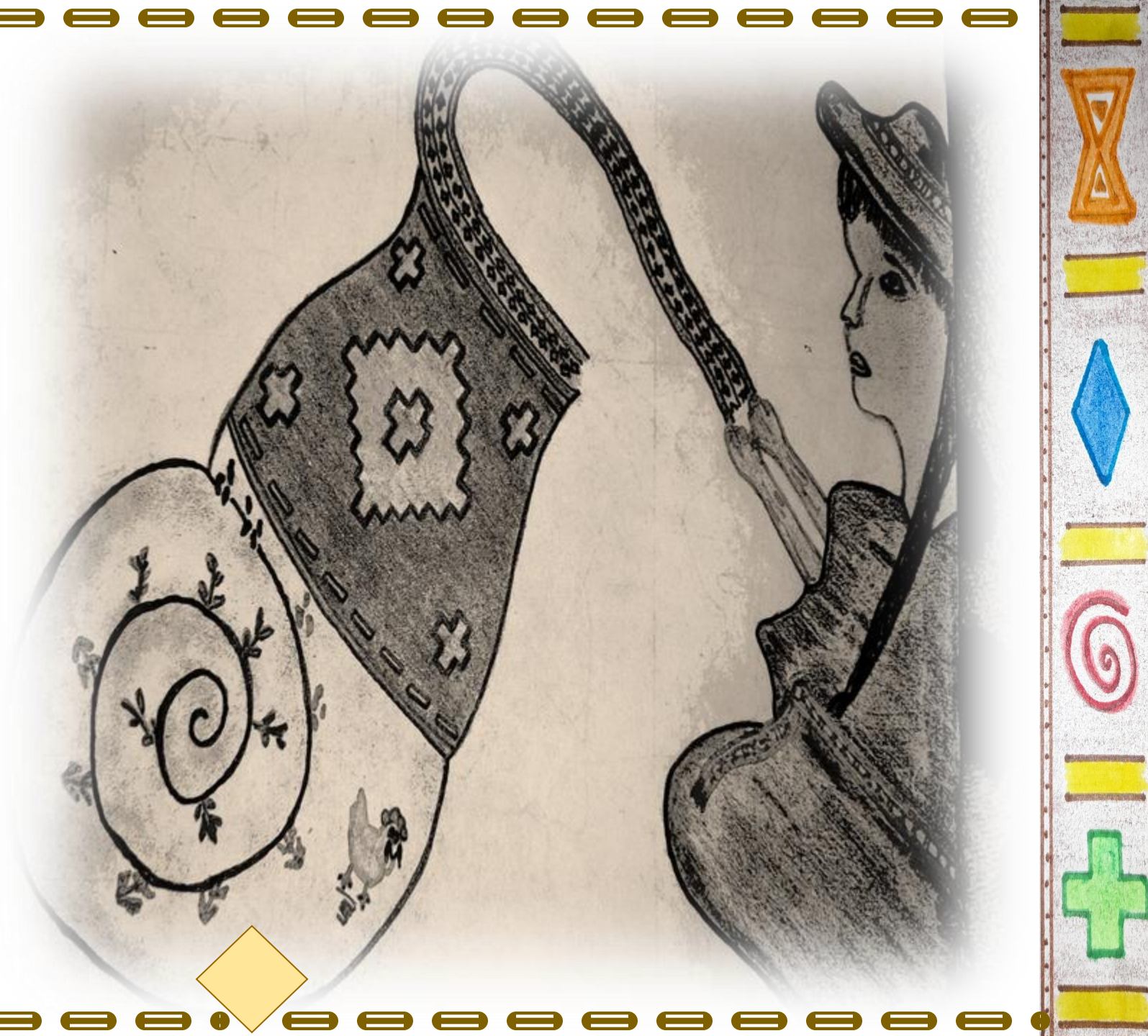
April 2022

Design, content and images

Jenny Viviana Ulabarry Medina

Translations to Nasa Yuwe language

- Nasa yuwe dictionary: Yuwe ya`ja
- Nasa Yuwe`s books
- Carlos Ruda: Nasa Yuwe coordinator CECIDIC



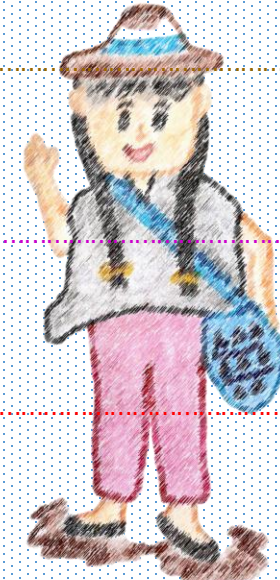
MOON'S WISDOM FOR LEARNING FROM THE TUL GARDEN
ACTIVITIES BOOKLET

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Presentation

Kajiyunxi

Walking in Nasa Time is a dynamic that, within the framework of the worldview, it traces a guiding path in the daily work of the community. At the same time; it evokes among other aspects the spirituality and connection with Mother Earth. In this reason for being, the educational practice in accordance with the SEIP (Indigenous Own Educational System) in the Walk in Time, determines the time of work and the pedagogical actions to be taken according its specificities.

The following didactic material is a booklet of activities whose topic is the tul garden. A typical practice of indigenous communities, that promotes the food security and autonomy of the communities and it's in addition, a pedagogical space that allows the action of teaching-learning.

The activity booklet is structured into 8 work units that respond to each of the phases of the moon according to Nasa Time Walking. The activities of each unit are formulated according to the pedagogical indications and characteristics of each period. Theoretical-practical activities that allow in turn to explore the multiple intelligences of each student and that respond to the approach of some knowledge from each nucleus of the PEC Community

Educational Project; it is proposed from a comprehensive and transversal view of the topic initially described.

Among the multiple purposes of this material, it is worth highlighting the relevance of promoting the learning of the English foreign language in children in the fourth grade of primary school; as well as strengthening the learning of the Nasa Yuwe mother tongue, transversal to all nuclei and the possibility of being able to identify the gifts of the students.

Objetives

Ipeynxi

- To study vocabulary in English and Nasa Yuwe; of different activities that can result from the practice of the tul garden according to walking in Nasa time.
- To identify and practice the multiple intelligences and gifts of the students in the development of the activities, according to themes raised from the Community Educational Project PEC.
- To experience the practice of tul garden and the walking in Nasa time, in the teaching-learning relationship.



BABY MOON

Nyafxte a`te luuqx



UNIT 1 A CLEAN SPACE FOR OUR PLANTING

OBJECTIVES

Feeling:

- To recognize the value to interact with people through greetings.
- To appreciate the importance to recycle and have a garden tul in the family.

Thinking

- To use correctly the expression "It is" and the indefinite article in simple sentences.
- To think about the importance to classify the garbage and have a tul garden in the family.

Living

- To recognize and adapt the space for the tul garden.
- To experiment with the classification of the garbage in the school and the family.
- To interact with people using the greetings.

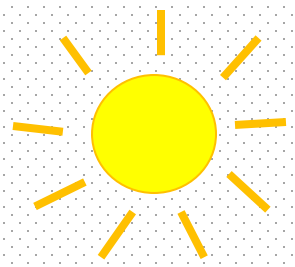
CONTENT

Grammar focus

- Articles (a, an,)
- It is

Vocabulary

- Personal information
- Greetings
- Recycle objects
- Emotions
- Self-assessment



PERSONAL INFORMATION

Activity 1. Complete the below information having in mind if you are a woman or a man.



Hello
 My name is _____
 I'm from _____
 I'm _____ years old
 I live in _____

Hello
 My name is _____
 I'm from _____
 I'm _____ years old
 I live in _____



Activity 2. Practice with your classmates your personal information.



VOCABULARY

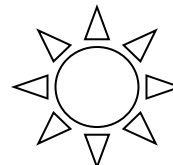
GREETINGS

Weçxanxi



Good morning

Ewcxa makwe pe'te
 Ewcxa makwe pe'te



Good afternoon

Ewcxa makwe fxi'ze
 Ewcxa makwe fxi'ze



Good night

Ewcxa makwe ikuuskwe
 Ewcxa makwe ikuuskwe

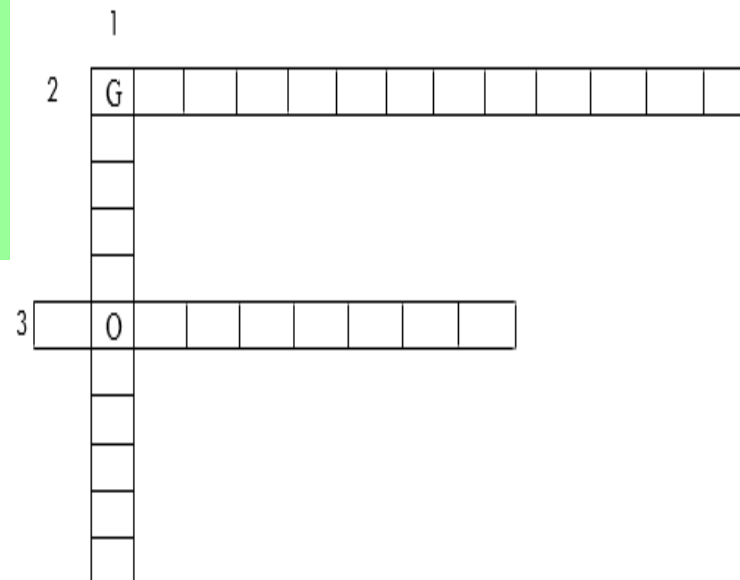
Activity 3. Complete the crossword using the greetings' meaning in the English language.

Let's go. Practice nasa yuwe mother tongue



Ewcxa
 U'k yas _____
 U'k nxu _____
 U'k _____ akafx ji'pthu
 U'k upnxi _____

Ewcxa
 Adx yas _____
 Adx nxu _____
 Adx _____ akafx ji'pthu
 Adx upnxi _____



GRAMMAR FOCUS

"It is"

It is a box



It is a bottle



A – An

A: Use it if the word starts with a consonant.

Sample: A box

An: Use it if the word starts with vowel.

Sample: An orange

Let's Practice



What is it?



It is a bottle

What is it?



It is an apple

What is it?



It is a napkin

What is it?



It is a napkin

What is it?



It is a napkin



VOCABULARY

RECYCLE OBJECTS

Ji'ph pwisu

USABLE
WASTE

USABLE ORGANIC
WASTE

UNUSABLE
WASTE

Plastic
Swiwi

Cardboard
Paasxupxh

Glass
Nasa yuwe

Paper
Eç

Food waste
U'nenixusa

**Agricultural
waste**
Sxakwe vitwah

**Paper and cardboard
contaminated with
food**
Eç paph ptaznas

Napkin
Çhe`bx khukhnxi

Toiled paper
Khukh Eç

Newspaper
Thuteheç



Sheet
Fxi`jnxix eç



Cardboard
Paasxupxh



Bottle
Lximeta



Tin
Jxta caam



Food waste
U'nenixusa



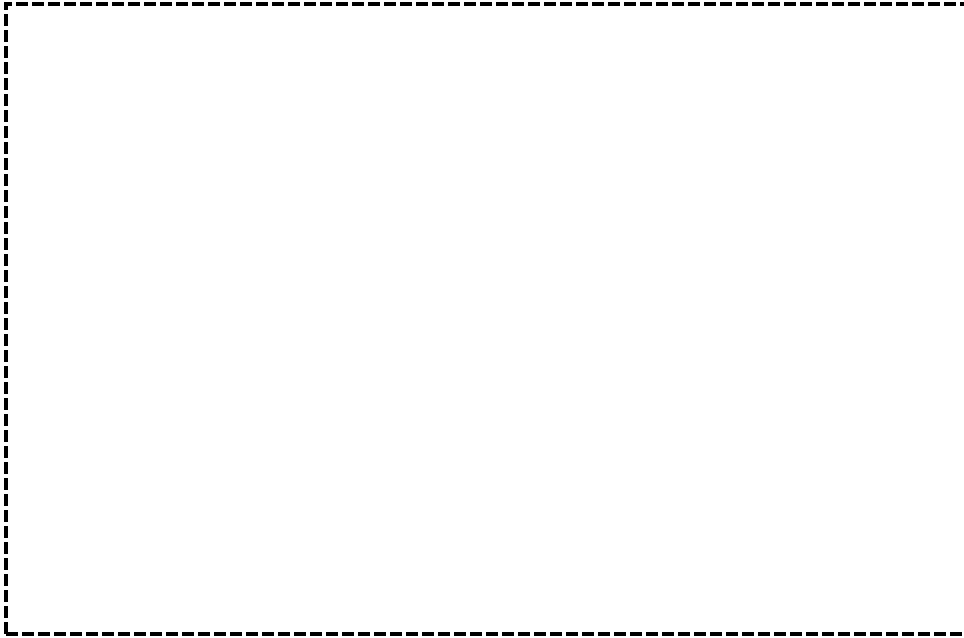
Battery
Ipx tüsu



**Disposable
dishes**
Fxta viçx



Activity 4. Prepare a place in your house to implement the tul garden. You must clean the land well and do the respective eras according to what you and your family want to sow. Then you make a picture of your tul in the box.

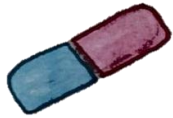


Activity 5. Complete the table and mark with an x the residues that you found in the cleaning of your land.

English	Nasa yuwe	
Cardboard		
Bottles		
Tins		
Food waste		
Battery		
Disposable dishes		
Sheet		

Activity 6. Look at the picture and answer the question

What is it?



What is it?



What is it?



What is it?



HOW WERE YOU?

Activity 7. Color the emotion you felt when you were preparing the land for the garden.



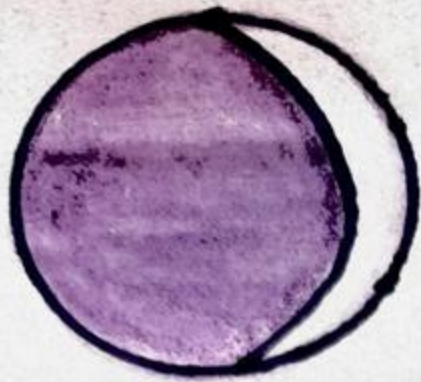
Happy
Ena ena



Bored
Kucx kucx



Angry
Üsxaçxan



GIRL MOON

A`te luuꝥx Tasxuj putxtesa



UNIT 2 TOURING MY TERRITORY

OBJECTIVES

Feeling:

- To identify our territory.

Thinking

- To analyze the territory's elements.
- To use correctly the demonstratives "that" and "this" and colors to refer to the territory's elements.

Living

- To travel around the territory in order to recognize its elements.
- To ubicate your house into the territory using the cardinal points.

CONTENT

- My Territory

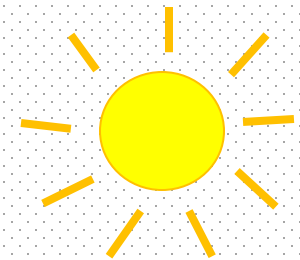
Grammar focus

- That - This

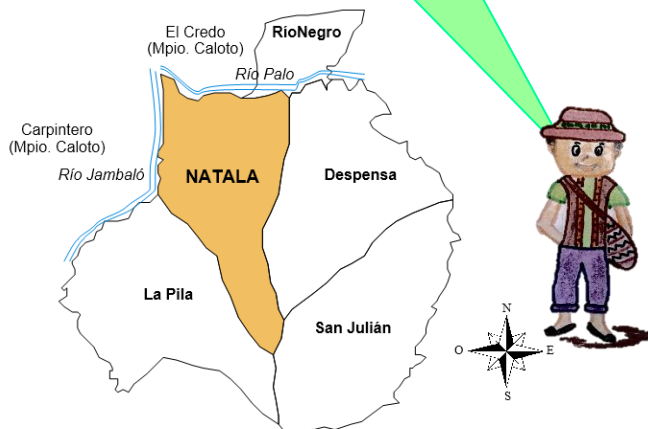
Vocabulary

- Cardinal Points
- My Territory's elements
- Colors

- Self-assessment



Let's go! Travel around our territory

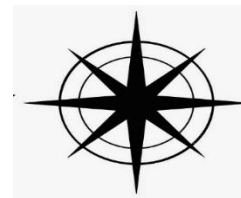


VOCABULARY

CARDINAL POINTS

Jebupaçu isanxipuç

West



North
Sek kanxi

East
Wejxa skewnxi

South
Wejxa sehnxi

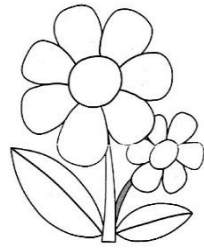
Activity 2. Draw in the box, a map of the place you traveled and you locate in it your house with the respective cardinal points.



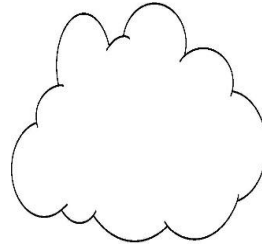
Activity 1. It is important to stretch, before we leave for our tour. Let's do the following exercises.



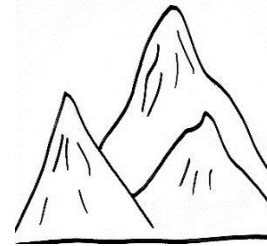
Activity 3. Look around you. Color only the elements that you observe during the travel.



Flower
Txite



Cloud
Tähp



Mountain
Yu'kh wala



Waterhole
Yu' yafx



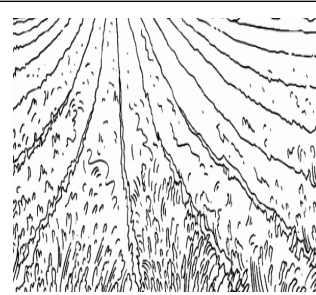
Snow
Nxädx



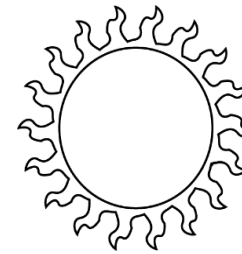
House
Yat



River
Yu'



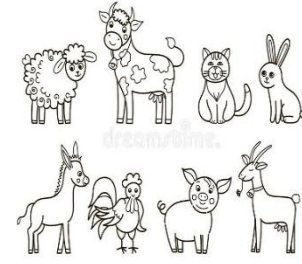
Land
Kiwe



Sun
Sek



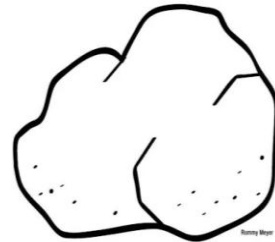
Tree
Fxtu tasx



Animals
Tahtwe'sx



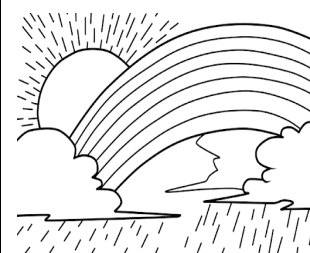
Sea
ikh wala



Stone
Kwet



Lagoon
We'pe ikh



Rainbow
Fxtus



Fruits
Nxun



Community
Nasawe'sx

GRAMMAR FOCUS



That is



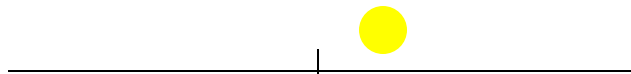
That is a flower

This is

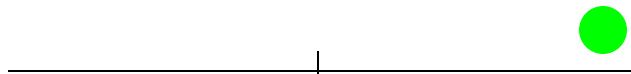


This is a flower

Activity 4. Observe the position of the image, color it according to the description and complete the sentence with this or that. Check the sample.



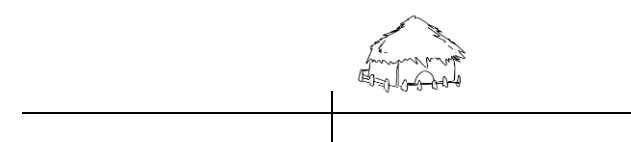
This is a yellow circle



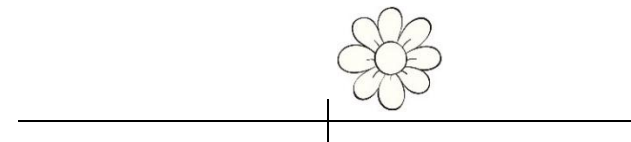
That is a green circle



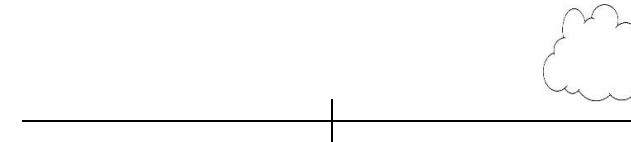
_____ is a black stone



_____ is a orange house



_____ is a pink flower



_____ is a blue cloud

HOW WERE YOU?

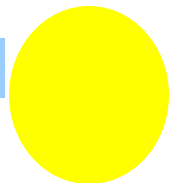
Activity 5. Color the emotion you felt when you did this unite



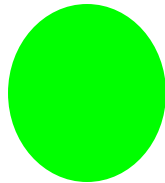
VOCABULARY

COLORS

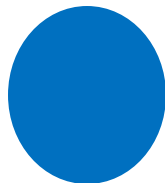
Kbiite'jwa



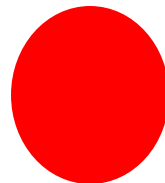
Yellow
Sxkiitx



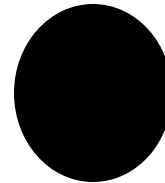
Green
Çëy



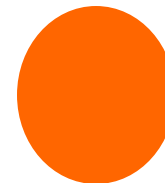
Blue
Çemçem



Red
Beh



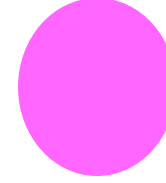
Black
Küçx



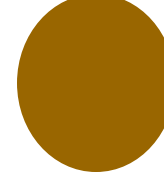
Orange
Lem



White
Çxihme



Pink
Be`çxa



Brown
Çutewa



YOUNG LADY MOON

A`te Kna`sa



UNIT 3

MY SPACE TO CULTIVATE GOOD LIVING

OBJECTIVES

Feeling:

- To recognize the importance of cultivating in the tul garden the foods.

Thinking

- To establish comparisons between cultivating the foods and buying them.
- To use correctly the expressions "there is" - "there are" and the vocabulary suggested in order to speak about your tul garden.

Living

- To practice the farming of some foods in the family tul garden.
- To express the foods cultivated in the family tul garden using quantities.

CONTENT

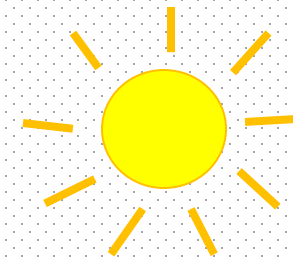
Grammar focus

- There is – There are

Vocabulary

- Fruits
- Work tools
- Numbers
- Vegetables

- Self-assessment



GRAMMAR FOCUS

THERE IS – THERE ARE

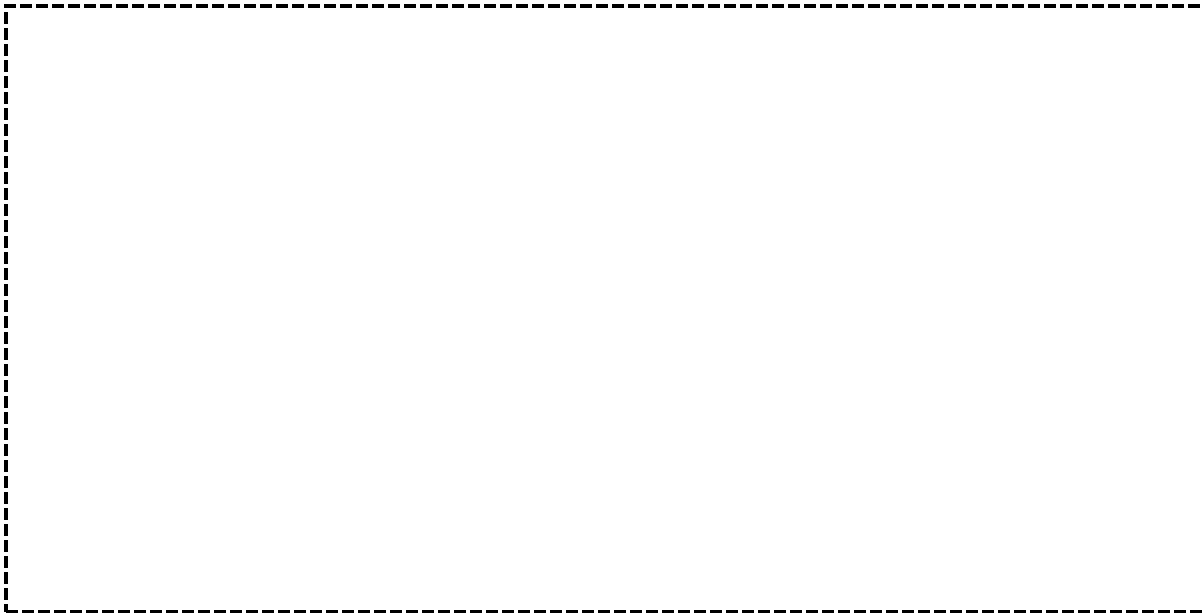
-THERE IS: Singular

Sample: **There is** an apple



-THERE ARE: Plural

Sample: **There are** four apples



Activity 1. Draw in the box the tul garden that you implemented in your family



VOCABULARY

WORK TOOLS

Çaa mhiwa'



Shovel

Çaa muse pa`txnxi



Machete

Kçxilx wala



VOCABULARY

FRUITS

Nxun



Orange

Lxima



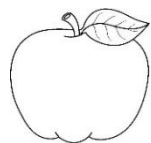
Pineapple

Çxajuu



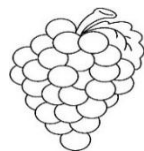
Banana

Plad



Apple

Nxun wahwa



Grape

Ukwe sxbuu



Mango

Nxinx beçe

Activity 2. Write in the table the work tools that you used in your garden tul.

WORK TOOLS

WORK TOOLS



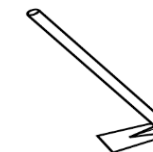
Hammer

Uka`ka çaa



Pica

Txiwe çxa`bnxi



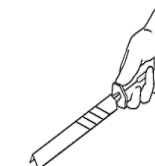
Mattock

Kiwe sxakwe`nxi



Rake

Çaaçxapxkwe



File

Çaam kzeku`sa



Hoyadora

Kafxi`jsa



VOCABULARY

NUMBERS

Nasa yuwe

0

Zero
Vxiç

1

One
Teeçx

2

Two
E'z

3

Three
Te kh

4

Four
Pahz

5

Five
Tahç

6

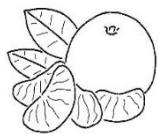
Six
Setx

7

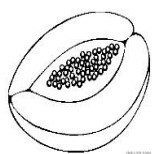
Seven
Sa't



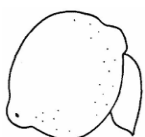
Guayaba
Ptxid



Tangerine
Lxima jxad peçkwe



Papaya
Me'mwala



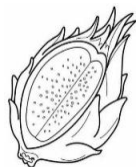
Lemon
Lxima txhi'bx



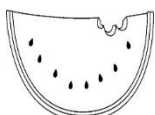
Guama
Afx



Pear
Nxun
sxulxkwe



Gulupa
Sxlalküçx



Watermelon
Peethe beh

8

Eight
Tawn

9

Nine
Kheb

10

Ten
Kseba

11

Eleven
Nasa yuwe

12

Twelve
Nasa yuwe

13

Thirteen
Nasa yuwe

14

Fourteen
Nasa yuwe

15

Fifteen
Nasa yuwe

16

Sixteen
Nasa yuwe

17

Seventeen
Nasa yuwe

18

Eighteen
Nasa yuwe

19

Nineteen
Nasa yuwe

20

Twenty
E'ba

30

Thirty
Teba

40

Forty
Paba

50

Fifty
Taba

60

Sixty
Seba

70

Seventy
Sa'ba

80

Eighty
Tawba

90

Ninety
Kheba

100

One
hundred
Eçxkahn

25 Twenty-five

54

36 Thirty-six

96

42 Forty-two

78

Let's go
to
practice





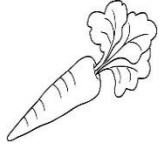
VOCABULARY

VEGETABLES

Txhä'kad



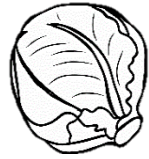
Bean
Us



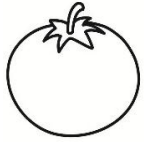
Carrot
Ä's lem



Onion
Spulxa jxad



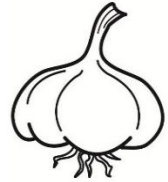
Chard
Txha` peçkwe



Tomato
Nasa yuwe



Corn
Kutxh



Garlic
Alku çxida



Potato
Nasa yuwe



Yucca
Nxaa



Pumpkin
Ape

Activity 3. Color and write the quantity according to the number of elements present. Follow the example.

Sample



There are two bananas

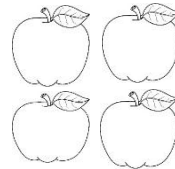


There is a pumpkin

a.



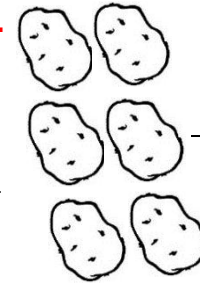
b.



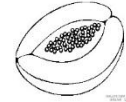
c.



d.



e.



Activity 4. Complete with there is or there are according to the amount indicated. Write the number in letters.

Sample. There are (98) ninety eight carrots in my tul garden.

a. _____ (56) _____ carrots in my tul garden.

b. _____ (49) _____ tomatoes in my tul garden.

c. _____ (1) _____ lettuce in my tul garden.

HOW WERE YOU?

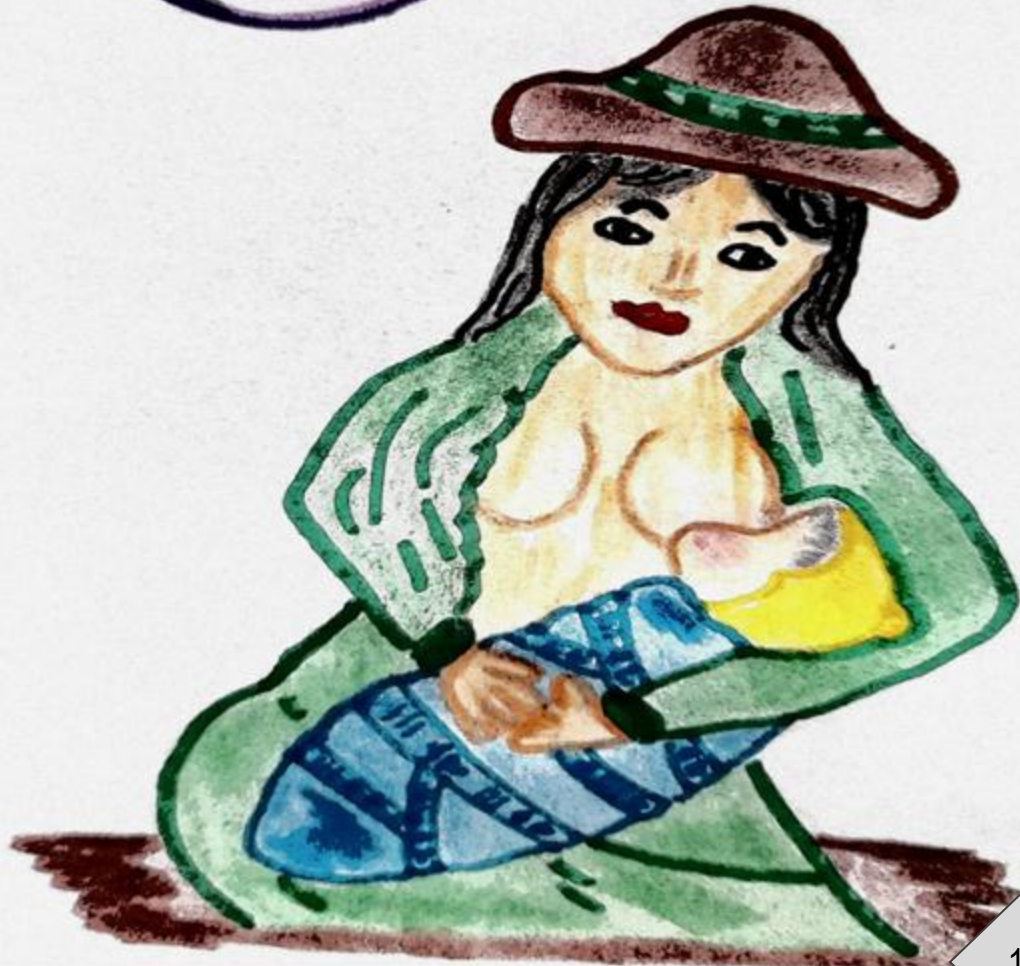
Activity 5.
Color the emotion you felt when you did this unite





MOTHER MOON

A`te thê `jeçsa



UNIT 4

OUR TUL TEACHES

OBJECTIVES

Feeling:

-To identify the tul garden as a place where one lets to share teaching and learning.

Thinking

-To analyze the grammar focus and vocabulary studied to apply it in mathematical, cosmovision, artistic and communication situations.

Living

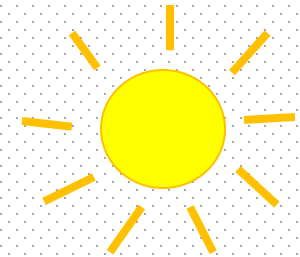
-To use the grammar focus and vocabulary studied to apply it in mathematical, cosmovision, artistic and communication situations.

CONTENT

Vocabulary

- Numbers
- Domestic Animals
- Medicinal Plants
- Geometric Figures

- Self-assessment





VOCABULARY

NUMBERS

Isanxi

200

Two hundred
E`kahn

400

Four hundred
Pakhan

632

Six hundred thirty-two

1000

One thousand
Pkhab

Activity 1. Let's go practice.

Write the below numbers

a.. 163 _____

b.. 549 _____

c.. 819 _____

d.. 907 _____

e.. 942 _____

Activity 2. . Solve the following situations

a. Mary planted fifteen orange trees, ten lemon trees and twenty three tangerin trees on her farm. How many fruit trees does she have in total? She has _____ fruit trees.

b. Marcos needs two hundred sixty lettuces in his garden. If he has six eras, how many seeds should he plant in each era? He should plant _____ seeds.



VOCABULARY

DOMESTIC ANIMALS

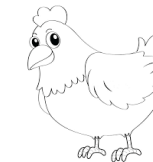
Tahtx ipehnxi



Dog
Alku



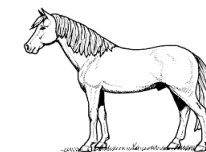
Cat
Mix



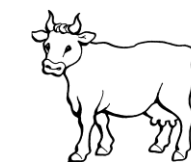
Hen
Atalx u`y



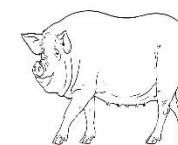
Duck
Yu`es



Horse
Jiba



Cow
Klaa



Pig
Kuçxu



Rabbit
Kähp



Guatin
Nxupx

The



and the



Juana

On a small farm, a guatin hid the corn seeds that he could not eat. One day the chicken Juana, she discovered the hiding place of the guatin and she began to eat the corn without him noticing; but she didn't know that the guatin was watching her from behind the tree.

One afternoon, while the hen was eating the guatin's corn, he approached her and he said: why do you eat this corn, knowing that it is mine?The hen blushed with grief and apologized to the guatin. They promised to share the food and there were very good friends forever.

Moral: Do not take things that are not yours, without permission.

Activity 3. Answer

1. Who were the characters? _____

2. The story was:

- a. A myth
- b. A fable
- c. A story

3. Draw a picture using seeds to represent the fable.

Nxupx txi`atalx Juanakh

Teecx tul leeçxkwete teecx nxupx kutxh fxi`w unximetxh jxawunekh. Teecx eente atalx Juana, jxiyunekh nxupx fxi`w suthnxis, jxiyucxaa u`nxa takhnekh nupx jiyunximete, napa jiyume` suun u`na uste nxupxyu` fxtuu tasxte yujucxa thegna üsa`. Teecx fxi`zecte atalx kutxh üna uste, utsacxa` naji`nekh, kihnsucxkwe kutxhas üwe`jiicxaa adxjikuth.

Atalxya` thapcxa walayuh dxipwe behthenenxucxa najine` meen peykajaneg, txihcxaa nmehte e`znas ew putxwewcxa namikunxutxh.

Txihcxa naji`txh uwemeneg idxji`mekuta.



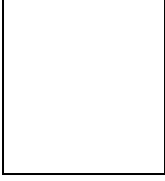


VOCABULARY

MEDICINAL PLANTS

Yuçe tasx

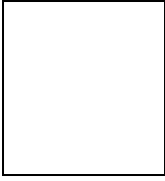
Ruta
Yu`çe tuhme



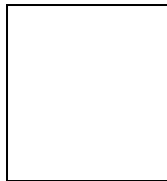
Yerbalegre
Çxayu`çe



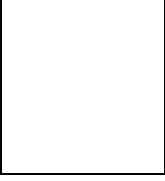
Sàbila
Bahç na`na



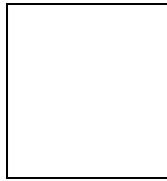
Sempervivum
Sxüpilak



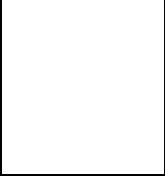
Peppermint
Taakxä



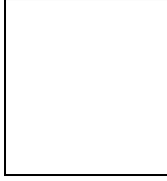
Coca
Ësx



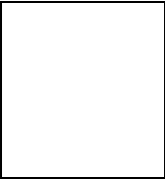
Orejuela
Sxüü lepe



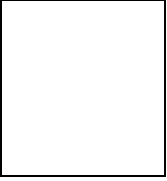
Barba chivo
Kapla jxuth



Yacuma
Yakum



Cotton plant
Wawa



Activity 4. Draw the corresponding medicinal plant in each box. Then classify them in the table, if it is a cold or a hot plant.

Cold plants	Hot plants



VOCABULARY

GEOMETRIC FIGURES

Sutxpuz piisanxi



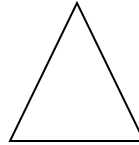
Square
Papuznas



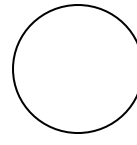
Spiral
Umya



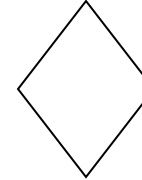
Rectangle
Papuztelnas



Triangle
Çxûpxnas



Circle
Tadxnas



Rombo
Uzayafxnas

Activity 5. Color the geometric figure that your garden tul has and write its measurements.

My Tul is a:

Its area is:

Wide: _____ mts

Long: _____ mts

Activity 6. With the nasa meaning that geometric figures have, recreate a story and capture it with materials of the environment, on an eighth of cardboard.

HOW WERE YOU?

Activity 5. Color the emotion you felt when you did this unite





ELDERLY, WISE, ADVISOR

MOON

A`te thé `sa



UNIT 5

TRANSFORMING AND SHARING THE GARDEN

TUL`S PRODUCTS

OBJECTIVES

Feeling:

- To enjoy using your tul garden`s food in different recipes.
- To recognize the Bartering as a scene to share with the community.

Thinking

- To analyze the grammar focus and vocabulary studied to apply it to some fields of knowledge of the different nuclei.

Living

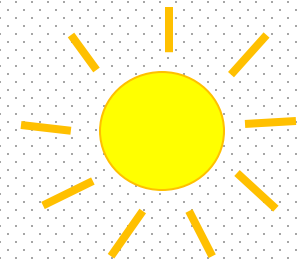
- To use the grammar focus and vocabulary studied to apply it to some fields of knowledge of the different nuclei.

CONTENT

- Fractional Numbers
- Mixture
- Instructive Text: The Recipe
- The Bartering

Vocabulary

- Foods
- Self-assessment





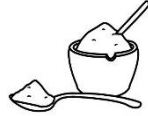
VOCABULARY

FOODS

Ü'



Salt
Nega



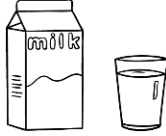
Sugar
U'buç Nxusxa



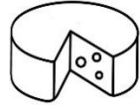
Flour
Skuutx tuhd çixhme



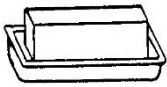
Eggs
Ziç



Milk
Çximeyu'



Cheese
Kla yu' kweth çixhme



Butter
Deekawahwa



Water
Yu'



Baking powder
Tuhd kiçehnxi



Coffee
Çutewa



Bread
Smita



Cake
Smita nxusxa



Let's prepare a delicious banana cake

IMPORTANT!



Wash your hands



Use hat, face mask and apron

Ingredients

- 500 gr flour
- 500 gr butter
- 200 gr sugar
- 300 gr banana
- 8 eggs
- 18 gr baking powder
- 1 cup milk
- 1 pinch of salt
- 1 pinch of ground cinnamon

Activity 1. In the company of the teacher and classmates, prepare the banana cake. Be careful and pay attention to each of the steps to follow.

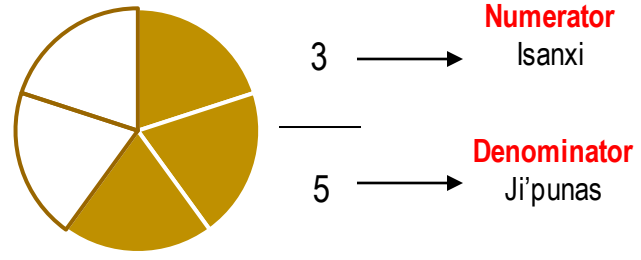
Activity 2. Make a drawing in each description and number each box according to the procedure done in the preparation

Activity 3. Write the recipe according to the order given in activity 2. Remember to write the title and to draw a picture of the cake.

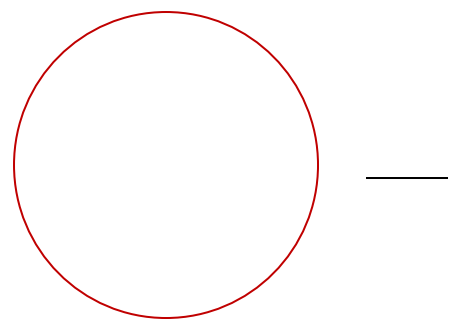
FRACTIONAL NUMBERS
Isanxi jxiyun



The fractions in our cake

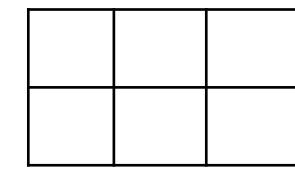


Graph and write the fraction if there are ten students and only eight attended to each take a piece of cake.

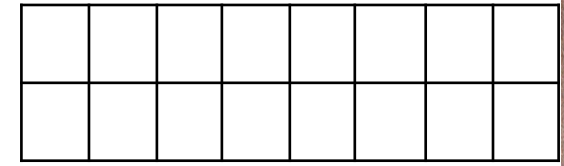


Activity 4. Graph the indicated fraction. Color it according to the color indicated in the parenthesis

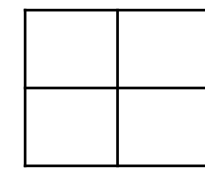
a. (green) $\frac{4}{6}$



b. (yellow) $\frac{7}{16}$



c. (blue) $\frac{3}{4}$



MIXTURE
Ka'dya

A mixture is the combination of two or more elements that can be found in any state of matter.

The mixture is classified into homogeneous and heterogeneous.



Homogeneous mixture: It is a union of two or more substances in which the original substances cannot be distinguished.

Heterogeneous mixture: It is one that has a non-uniform composition in which its components can be easily distinguished.

Activity 5. Create a concept map with the information provided about the mixture.



. What kind of mixture is the cake that was prepared in class?

It's a _____ mixture.

THE BARTERING Nxu'pxthe



A space in which agricultural products, knowledge and cultural practices are exchanged from family to family, from community to community and from town to town.

Activity 6. Make a picture to represent the meaning of bartering. Prepare a product at home to barter with your classmates.



HOW WERE YOU?

Activity 5. Color the emotion you felt when you did this unite





BRAVE MOON

A`te thê `sa ki luuçxiçsa



UNIT 6

BUILDING KNOWLEDGE IN THE TUL GARDEN

OBJECTIVES

Feeling

- To identify the appropriate knowledge in the tul garden, family and school.

Thinking

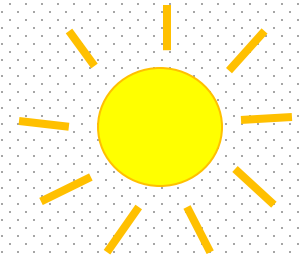
- To interpret the appropriate knowledge in the tul garden, family and school.

Living

- To practice the appropriate knowledge in the tul garden, family and school.

CONTENT

- The most important seeds
- Practice activities unit 5
- Ritual awakening from the seeds
- Self-care
- Sel-assessment



WHAT ARE THE MOST IMPORTANT SEEDS?

Activity 1. Find the answer to each statement in the puzzle and write it on the line. Your guide is the pictures and their writing in Nasa Yuwe.



Us tape
Cacha bean



Ësx
Coca



Kutxh
Corn



Nxusxa
Sugar cane



Ä's
Arracacha

- It is used to sweeten drinks and prepare the guarapo, a traditional drink of the Nasa community. _____.
- It is a traditional community bean variety. _____.
- It is used to feed pregnant women and after childbirth. _____.
- Medicinal plant that provides spiritual energy and increases mood. _____.
- It is a fundamental part of the Nasa diet. _____.



Take from: *Cartilla Sabiduría de los indígenas Nasa en la agricultura*

C	Q	Y	R	Z	G	N	C	O	R	N	I	L
O	Z	B	S	R	E	W	W	S	J	G	D	K
C	D	O	R	U	L	S	H	X	Y	U	A	E
A	K	U	N	R	R	U	H	W	V	P	R	B
S	O	M	J	G	R	G	S	Y	P	X	R	T
Z	C	Z	I	V	G	A	E	H	P	Y	A	I
O	J	Y	E	M	V	R	Z	M	C	W	C	O
Q	Y	F	N	E	X	C	K	U	E	R	A	J
O	F	T	B	E	J	A	M	P	J	D	C	T
U	X	R	H	L	R	N	P	H	V	D	H	O
M	H	P	A	O	C	E	R	M	I	Y	A	W
G	V	K	N	U	D	P	B	I	Z	Z	G	Y
C	A	C	H	A	B	E	A	N	H	J	V	N
S	J	Z	U	F	X	X	I	I	C	U	Y	E

Activity 2. Elaborate for each description a drawing according to the indications given.

a. It is a red tomato

b. There are six green spirals

c. There is a black stone

d. There are four brown hammers

e. There is a black stone

f. It is a purple flower

Activity 3. Represent the following fractions with pictures.

a. My garden has $\frac{3}{4}$ with carrots

b. My garden has $\frac{6}{8}$ with chards

c. My garden has $\frac{2}{5}$ with tomatoes

d. My garden has $\frac{1}{3}$ with hens

e. My garden has $\frac{3}{6}$ with emongrass

Activity 4. Solve the following mathematical situations.

a. In my garden tul, twenty-five plots were prepared to grow corn. How many corn plants can be harvested if seventeen seeds were sown for each plot?

Procedure:

It can be harvested _____ corn plants.

b. My friend has $\frac{5}{4}$ of cacha beans in his garden and I have $\frac{9}{4}$. How many cacha beans do we have in total?

Procedure:

We have _____ cacha beans.

Activity 5. Answer:

a. . What type of mixture is:

Water + salt? _____

b. What type of mixture is:

tomatoes + onions + carrots? _____

c. What type of mixture is:

Sugar + milk? _____

d. What type of mixture is:

Potatoes + eggs? _____

RITUAL AWAKENING FROM THE SEEDS

It's also known as the "Awakening of the seeds" ritual. It is done to give abundance to families and it is practiced every year when the harvests end and when the sowings begin. It is made for older brothers like the Sun, the Rain and the Condor to name a few. Here, the offerings are made to the Mother Earth's spirits.

Take from: *Cartilla Sabiduría de los indígenas Nasa en la agricultura*



What is this ritual called in Nasa Yuwe?

It's called _____

Activity 6. Make an infographic of the Saakhelu ritual using seeds and environment material on an eighth of cardboard.

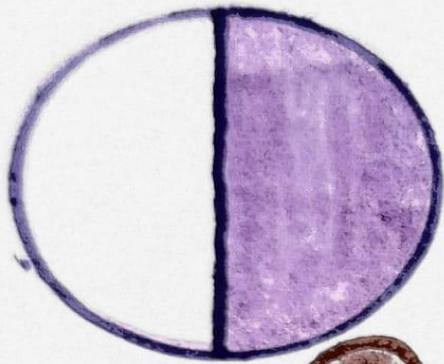
Activity 7. Mark with 😊 the actions that you must take into account for self-care and ☹️ those that you should not.

ACTION		YES	NOT
Healthy eating	Ew u`na fx`i zya`		
Use medicinal plants	Jxuth yuce wisya`		
Practice physical activity	Kwekwe ewte fx`i zwa wiithwa`		
Sleep at least 8 hours a day	T a`w eenkwe ya` dejen ennxisa`		
Wash hands before eating	ümey` kuses ew kwecxwe		
Brushing teeth	Kihth txihtya`		
Not take a bath	Pewme`		
Eat junk and sugary food	üfxthä` ü`weka ki` nxusxamusesa		

HOW WERE YOU?

Activity 8. Color the emotion you felt when you did this unite





TENDER MOON

A`te thakweh putxkhesa



UNIT 7

LISTENING TO OUR ELDERS

OBJECTIVES

Feeling:

- To identify stories that allow us to learn more about the wisdom of the tul garden and the family origin around the Tulpa.

Thinking

- To use the grammar and vocabulary studied to introduce the family members and the experience of the tul garden.

Living

- To socialize the experience obtained in the garden and in the tulpa; in order to talk about stories about the family origin. As well as the sharing of the wisdom that emerges from these places.

CONTENT

- The Tupa

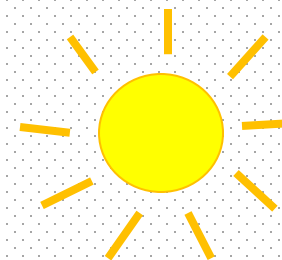
Grammar focus

- Verb TO BE

Vocabulary

-The Family

- Self-assessment





VOCABULARY

FAMILY

Yatwesx nwe`sx

Grandmother

Malula

Grandfather

Talul

Father

Tata

Mother

Uma

Sister

Pe`sx

Brother

Nyakh

Daughter

Nxiisa

Son

Zi`k

Aunt

Penxukwe

Uncle

Kahka

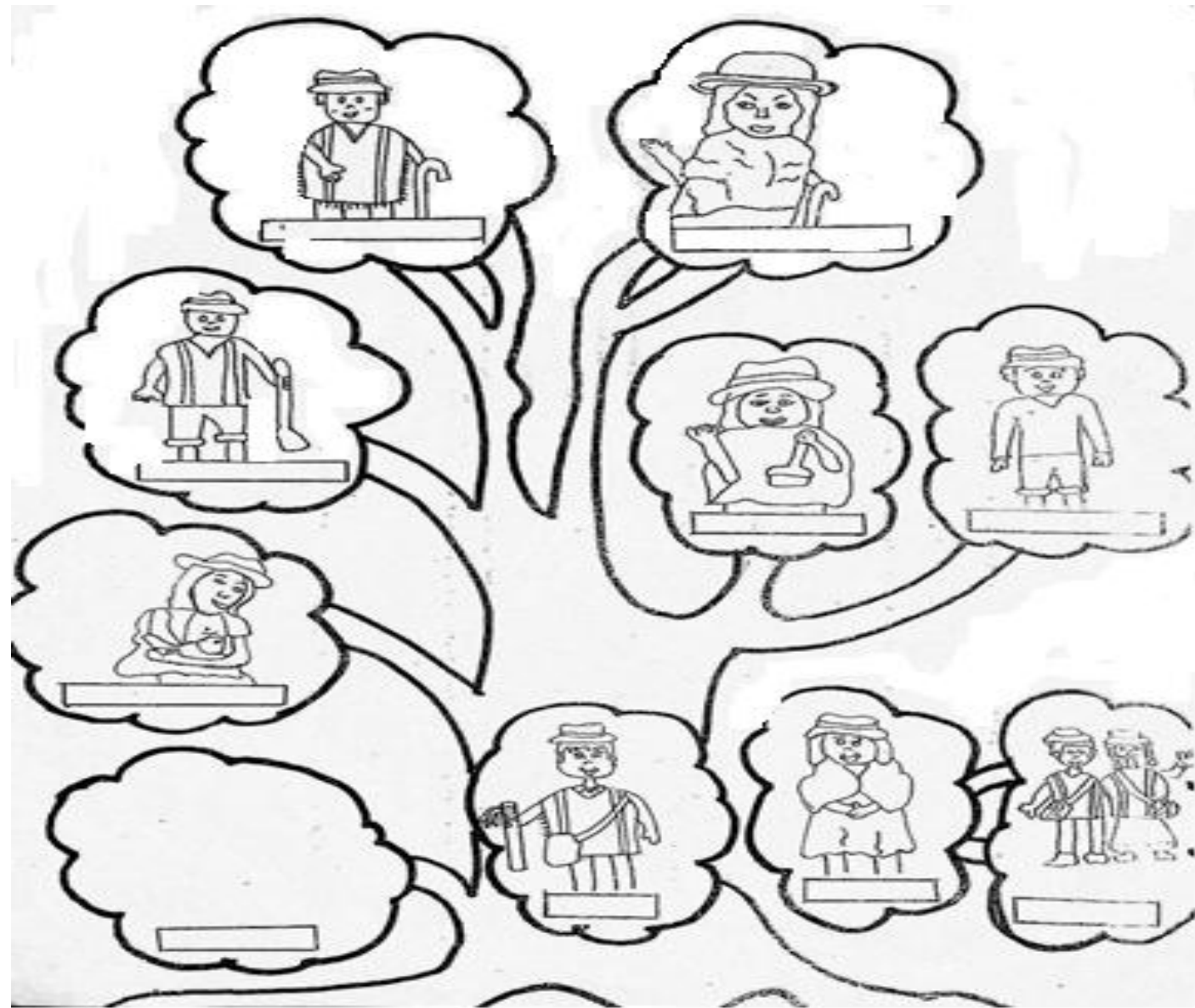
Cousin

Zikh

Cousin

Nxis

Activity 1. Color the image and locate the respective members of the family according to the structure presented. Draw yourself in the blank space



GRAMMAR FOCUS

Verb TO BE

I **am**
You **are**
She **is**
It **is**
He **is**
They **are**
We **are**
You **are**

Activity 2. Read and complete the sentences

dog - Lina - sisters - Natalà - Chocolate - fifteen - brother - cousins

Hello. My name is _____. I'm _____ years old. I have two _____. They are Mary and Sara.

Hello. My name is Hernan. I'm nine years old. My _____ is Daniel. I have a _____. Its name is _____.

Activity 3. Write the last sentences in Nasa Yuwe language.

Hello. My name is Marlon. I'm fifteen years old. Andres and Maengi are my _____. They live in _____.

_____.



_____.

_____.

THE TULPA

lpx ka`th



The tulpa represents a sacred place in which the wisdom of the elders is shared with the community. The three stones represent the family (father, mother and children).

"It is the educational space where the elders meet to guide, advise and exchange knowledge with the members of the family and the community according to the spiritual mandates and the worldview. Here the thought of elders is shared to preserve culture" (*Cartilla Sabiduría de los indígenas NASA en la agricultura*)

Activity 3. Let's go to the tulpa

Listen in the tulpa, the sharing of wisdom regarding the tul garden; stories, beliefs and other aspects of interest.

Activity 4. What does my family say?

Start a conversation in your family about:

1. Stories about how they were created as a family, who is part of it, anecdotes among other aspects that allow you to know your origin. Collect some photographs that you will use to illustrate.
2. Ask your family how they have felt about the experience of having a tul garden at home. Also describe your emotions, what they cultivated, how they take advantage of it, among other things that allow you to describe the experience. Use some images to illustrate.

Activity 5. Let's go to create

Make a craft book where you expose the query you made in your family and additional information required in class.. Use the agreed materials and environment resources to exploit your creativity. Remember to use vocabulary and phrases in English and Nasa Yuwe language to describe. Once the book is finished, you must present it in class.

Activity 6. Let's go dancing

Let's prepare a dance alluding to the tul garden. Then, we will share it with the educational community.

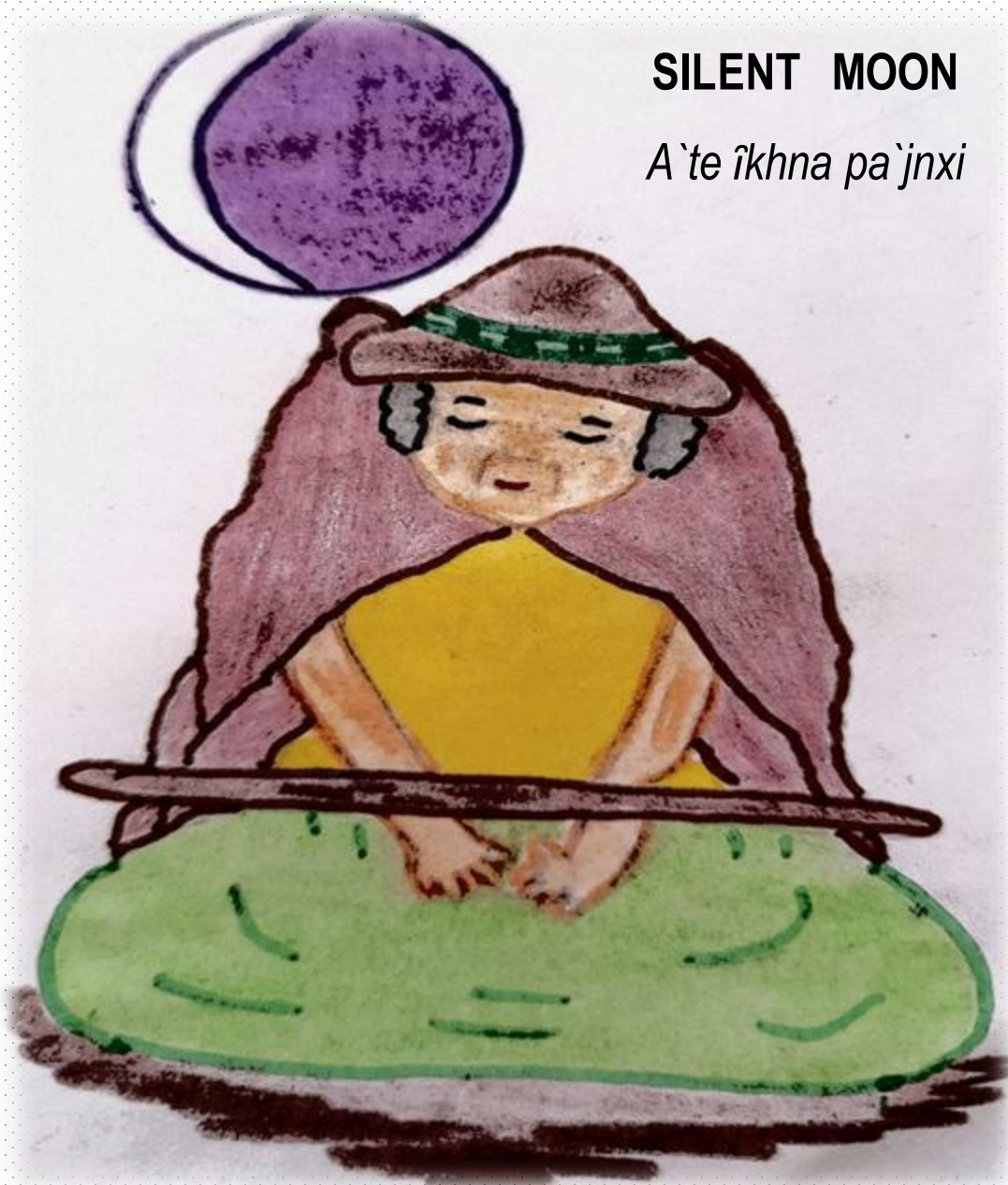
HOW WERE YOU?

Activity 7. Color the emotion you felt when you did this unite



SILENT MOON

A`te ikhna pa`jnxi



UNIT 8

LET'S VALUE LEARNING AROUND TUL GARDEN

OBJECTIVES

Feeling:

- To value the learning and the experience gained during the development of all activities.

Thinking

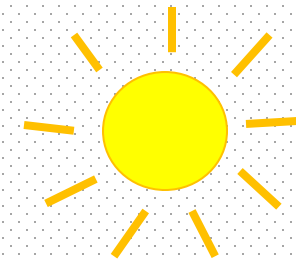
- To determine the appropriation of theoretical and practical knowledge.

Living

- To recognize the strengths and weaknesses that were had during the development of each unit.
- To formulate strategies to strengthen the gifts identified in each student, according to the development of the activities.

CONTENT

- Self-assessment



CAN DO

◆ I can say hello and introduce myself using the foreign and mother tongue.



◆ I can talk and write about my territory



◆ I can classify the wastes in my family and school.



◆ I can locate my house using the cardinal points.



◆ I can describe objects using the expression "it is", demonstratives, indefinite articles and the colors.



◆ I can prepare a place for my tul garden and cultivate some food in it.



◆ I can talk and write quantities of some my garden tul's elements



◆ I can use some garden tul's food to prepare a recipe.



◆ I can use the vocabulary and grammar focus studied to describe and resolve some daily situations.



◆ I can recognize the value of the tul garden, the bartering, the tulpa, the family and the seed's ritual for te nasa culture.



◆ I can understand and apply the mixture and fractional numbers in daily situations.



◆ I can use the vocabulary and grammar focus studied to work instructive and narrative texts and graphic organizers.



◆ I can have support from my family in the development of the activities.



◆ I can recognize my gifts, strengths and weaknesses through the development of the activities.



◆ I can use my mother tongue to express some words.





I LIKED



I DIDN'T LIKE

